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## Research Article

# Literature and ICTE: Issues and Perspectives

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**Abstract.** Throughout the undulating course of history, literature has remained a steadfast companion to the pursuit of language instruction, defying the ebb and flow of its prominence. Presently, it is experiencing an extraordinary renaissance, and to effectively reintegrate it within language classrooms and ignite learners' enthusiasm, digital technologies have emerged as an invaluable ally. The purpose of this article is to embark on an exploration of the multifaceted role of literature within diverse language teaching methodologies while delving into the intricate interplay between literature didactics and the realm of Information and Communication Technologies (ICT). We endeavor to elucidate the notion that digital technology, when wielded as a pedagogical instrument, serves as a veritable fount

of innovation in the domain of language and culture instruction, holding immense potential to invigorate learners' motivation.

**Keywords:** Literature, Teaching/Learning of FLE, ICTE

## INTRODUCTION

To speak of the unavoidable place of literature in the teaching of French as a foreign language is an idea that deserves to be widely recognized. Thanks to the intercultural approach, the literary text is finally finding its place among the pedagogical materials in the language classroom, after having been neglected for a long time in certain methodologies. Many prominent researchers such as Abdallah-Preteille (2010), Séoud (1997), Collès (1999), Tauveron (2002), De Carlo (1998), Erbani (2002), and Cervera (2009) have confirmed and valued the vital link between literature and language teaching.

Traditionally, the didactics of literature offer a multitude of methods, means, and processes, but with the integration of ICT as a teaching tool in the language classroom, everything has been turned upside down in a flash and one of the reasons why we chose this topic is the change of roles in the classroom. The teacher is no longer the only holder of knowledge, he has to face the challenge of becoming familiar with ICT while moving away from the traditional classroom that he has mastered so well. This is especially difficult because most teachers have been trained in a traditional education system.

We have also seen a decline in the number of learner readers, which we have lost to the Internet. The new reading behaviors are often superficial, such as skimming, scanning, or diagonal reading rather than deep reading. Linear reading now seems to compete with augmented, animated, participatory, and interactive reading to satisfy the sensory and cognitive hyperactivity of the new generation. In this context, how can "technology" rhyme with "didactics" in teaching literature? Our intention now is to use their passion for the subject to "trick" them into reading and learning literature and foreign languages.

## Didactic Approaches of Literature

In the past, literary texts were a major part of language teaching/learning methods. "Literary texts are used as supports for the study of civilization" (Puren, 1988). But in the twentieth century, it has continued to be at the heart of several debates. "The monopoly of literary texts is reconsidered, the supports are diversified and the literary text falls into disuse" (Puren, 1988). The literary text is no longer used to learn language because of new communication needs and under the pretext that it "remains a fictional text, an imagined and subjective situation and it does not meet the needs of a real situation" (Artunedo and Boudart, 2002). "Priority is given mainly to oral language learning and the literary text is considered too difficult for learners, removed from practical everyday language." (Riquois, 2010)

Beginning in the 1970s, language textbooks began to incorporate authentic texts, including literary texts that are considered authentic. Studies have been conducted to examine how literary texts are used in FLE instruction and have shown that these texts appear primarily in the advanced levels of language, from B<sub>1</sub>, B<sub>2</sub>, and beyond, mainly in the form of excerpts of ideas or theatrical texts that are used as lesson triggers.

At present, literary texts are once again valued in language teaching. The Common European Framework of Reference for Languages (CEFR) recommends the use of this type of text to promote intercultural teaching. "Language learning must also be a means of transmitting and exchanging values, of enabling people to get to know each other better, to understand each other, and to move forward together with respect. Literature is the privileged place where these values can be found. Literature is a reading of the world to share. Without making it sacred, we must therefore give literature its rightful place in learning" (CEFR, 2000). The Framework also encourages the use of language aesthetically or poetically in the classroom and proposes various activities, such as production, reception, oral or written interaction, using different types of texts (short stories, novels, poems, etc.)

### **Use of Icte in the Language Classroom**

In the field of language teaching, French in our case, the Information and Communication Technology in Education (ICTE) brings new teaching/learning devices, encourages playful activities to facilitate practices, and stimulates motivation and interaction of learners while adapting to their needs as confirmed by Zine El Abidine (2022) "We notice today that the technological evolution is such that it simply makes it impossible for students to be passive in front of the screens". Other researchers, such as Perrenoud, (1998); Karsenti et al, (2002), admit that these new technologies contribute to the implementation of new alternatives opening the way to self-learning through multimedia, communication techniques, production and dissemination of information thus contributing to an improvement of the relationship to knowledge.

Considering the growing importance of digital technology in the teaching of FLE (French as a Foreign Language), a systemic perspective highlights the importance of information and communication technologies. Their integration is not an option but a necessity and their appropriation by the teacher and the learner is of great interest, saving time and effort. These technologies constitute a very important opportunity insofar as they provide innovative means, not only for the transmission of knowledge but also for the exploration of learning strategies that favor the updating of pedagogical practices and the reinforcement, or even the construction of skills. In this regard, H. Knoerr (2005) emphasizes that "the use of ICTE promotes a better attitude towards learning and increased collaboration between the various actors: school, family and community".

Moreover, it is important to remember that the action-oriented approach is based on a constructivist and socio-cognitive vision of learning, which considers that the learner must improve his or her cognitive abilities to construct knowledge independently. In this context, it is worth noting that ICTE supports this approach by

encouraging a new way of acquiring learners' knowledge and expertise, arousing their interest and motivation, and encouraging them to co-construct their knowledge in interaction with their peers. ICTE also improves the learner's ability to reflect on and improve on their productions. Thus, according to this approach and ICTE, the learner is considered an active member of his learning environment, because he co-constructs his knowledge by interacting with other members of his environment and his social community, such as teachers, students, and friends. After all, the web offers a wide range of tools that can be used as means or supports for the elaboration of concrete tasks.

In the case of the Moroccan education system, the learner is supposed to acquire the ability to "produce statements appropriate to the communication situation and creative and personal writings" at the end of the qualifying secondary cycle, by official texts (Pedagogical orientations and specific programs for the teaching of the French language in the qualifying second cycle, 2007). This means that the student is called upon to build competencies by mobilizing the linguistic and social resources of the target language, to respond to contextualized communication situations. Our objective is to highlight the added value of the integration of ICT in the teaching practice of French as a foreign language in Moroccan secondary schools. Indeed, to help the teacher reach this objective, it is necessary to conceive a coherent and structured progression in adequacy with the objectives, the didactic material, and the teaching methods. From this point of view, the integration of ICTE in French as a foreign language classroom in Moroccan secondary schools can be a godsend in this field.

## **Literature And ICTE**

The written word, once confined to the pages of books, has undergone a profound transformation, inseparable from the technological milieu that now permeates our lives. Literature, in its current manifestation, is irreversibly intertwined with the media that shares its digital realm. Consequently, the dissemination of literary works is no longer limited to traditional print distribution. A new breed of literature has emerged, one that can only be explored, experienced, and appreciated through the gateway of computers, reliant on the medium of data processing for its very existence.

Numerous studies, including the works of Détrez (2011) and Donnat (2012), have brought to light a disconcerting decline in the engagement of young individuals with literary texts. As Donnat (2009) elucidates, this decline is primarily attributed to the inability of traditional literary practices to compete effectively with the allure of digital entertainment. In the face of this shifting landscape and the evolving landscape of knowledge acquisition and dissemination, the implementation of innovative educational tools becomes imperative. These tools serve as a necessary response to the educational challenges posed by the digital society in which we reside.

### **1. History**

There exists a prevalent misconception that the advent of computers marked the inception of creative writing's exploration within this realm, but the truth is that

as early as the 1950s, pioneers began delving into its possibilities. In France, luminaries Raymond Queneau and François Le Lionnais established the "Seminar of Experimental Literature" as early as 1959, which swiftly evolved into the renowned Opener of Potential Literature (OULIPO) in 1960. The primary objective of this distinguished organization was to unravel the vast resources offered by the nascent information processing machines. It was during this period that Théo Lutz, a trailblazer in his own right, composed the first electronic poems in free verse, initially in German. The French language witnessed a similar achievement in 1964 when it was reproduced in Canada, and the pioneering public demonstrations of French software materialized in Belgium in 1975 under the auspices of Oulipo.

Over time, the landscape began to transform, and two seminal electronic journals emerged as significant players: "alire" from 1989 and "KAOS" from 1990 to 1994. In addition, in 1994, the publishing house Ilias embarked on a new frontier, introducing a collection of text generators entitled "Generation" into the literary realm. Hypertextual works of fiction also made their appearance, taking the form of diskettes or CD-ROMs. Examples of such literary endeavors include Jean-Marie Pelloquin's "Frontières Vomies" in 1995 and François Coulon's "20% of Love in More 10" in 1996. The year 1997 witnessed the production of the first CD-ROM, titled "Doc(k)s-Alire," a collaborative effort between the French magazine Doc(k)s and Alire. Concurrently, another CD-ROM titled "Poèmes et quelques lettres" was disseminated in the Netherlands by author Patrick Henri Burgaud, marking a significant milestone in the progression of this burgeoning field.

### **Characteristics of the digital literary text**

Digital literature, known by various names such as "computer literature," "electronic literature," "e-literature," or "cyberliterature" by Bouchardon et al. (2007), encompasses the realm of literary creations birthed through the utilization of digital devices. It is a form of literature that transcends the confines of traditional paper, for its essence is intricately woven into the very fabric of its digital medium. To print such literature on paper would be to forfeit the very qualities that define its existence (Bouchardon et al., 2007). The digital literary artifact is purposefully crafted to be consumed within the realm of digital platforms, wherein both the object itself and the medium of its consumption become inextricably entwined. Digital literature, or what can be referred to as "the digital text," assumes narrative or poetic forms and possesses the unique capability to exploit one or more distinctive properties intrinsic to the digital medium (Bootz et al., 2003). It is worth noting that digital text stands apart from digitized text, which merely reproduces a pre-existing paper-based text in a digital format (Bouchardon et al., 2007; Souchier et al., 2003), as well as augmented text, which originates in print but incorporates digital enhancements made possible by the medium (Saemmer, 2015).

The experimental nature of this literary domain, coupled with its association with the realm of technology rather than the scholarly domain traditionally associated with print literature, has led literary criticism to exhibit some resistance. There is a tendency, for instance, to question its classification as "literature" (Saemmer, 2017). Furthermore, conventional analytical tools do not always prove

suitable for comprehending this form of literature, as its fundamental characteristics are profoundly distinct. While digital literature often encompasses a substantial textual dimension, the presence of other semiotic modes such as images, sounds, and animations necessitates the use of a more encompassing term that acknowledges the artistic and multimodal facets of these works (Lacelle et al., 2017), in conjunction with their digital nature. Thus, as digital literary works are inherently multi-semiotic, they are rooted in the notion of hybridity. Such works can seamlessly integrate texts, drawings, photographs, music, videos, and animations, fostering an interactive relationship with the reader and empowering them to manipulate the work on screen, forging their unique reading path.

Given the multitude of features inherent in digital literature, engaging with it demands a profound commitment from the reader. One is beckoned to experience the text in a manner that is simultaneously readable, visible, and manipulable, while also fostering interpretive hypotheses in the face of reading experiences that reside in a state of potential suspension, oscillating between coherence and decoherence, affirming and challenging one's expectations (Saemmer, 2015).

## **2. *Impact of ICTE on the teaching of literature***

The variety of technological supports and the constant development of new tools of social communication have unexpected effects on the didactics of languages-cultures, in this context, C. Puren, (2004) stipulates: "It seems obvious to me that the current period of encounter between the didactics of languages-cultures and the new educational technologies corresponds to one of those chaotic periods from which we know well that new coherences will eventually emerge, which however escape our present actions and forecasts".

The integration of Information and Communication Technologies in the teaching of literature has several advantages. First of all, it allows the modernization of the literary approach, but above all, it frees it from the rigid framework of the institution. Indeed, the use of tools that allow for discussion and collaborative work, such as blogs, makes it possible to put the student at the center of his literary learning in the same way as in the case of language learning. In this way, students can discuss literature, exchange views, and attempt to create meaning by linking literary texts to information searches.

Information and communication technologies (ICTs) can be useful for language learners and teachers of language and culture by facilitating access to literary resources, such as literary texts, online libraries, and multimedia materials about the literary text (in the form of text, video, audio, etc.). ICT can also be used to create exercises based on literary texts, while diversifying the media and tools, such as language correction software, images, and videos that improve learners' memory, thus offering greater autonomy and confidence in their abilities, especially for learners with learning disabilities.

To take advantage of all these possibilities, teachers must plan their teaching sequences considering the capabilities of the new tools. They integrate their use into learning objectives and stimulate the development of new skills in their students by getting them to think about the consequences of using the new media on their

relationship to information and knowledge, how they can collaborate with their peers via social networks in a writing-reading process, the changes in the status of the reader and author, and the way digital media influence their way of thinking, expressing themselves and behaving. These examples highlight the real benefits of digital tools in terms of access to culture, links between the school and its environment, diversification of pedagogical situations, improvement of writing and language, and stimulation of students' interest in reading literary works.

### **3. Constraints and solutions**

#### **• Challenges**

The integration of Information and Communication Technology (ICT) in the French as a foreign language (FLE) classroom heralds a pedagogical revolution, fundamentally reshaping the landscape of language instruction and acquisition. Nevertheless, this transformative revolution is not devoid of challenges, and educators must adeptly navigate the uncharted waters of this new digital realm to fully harness its manifold benefits.

While it is undeniable that computers can never supplant the role of the teacher, they do present novel avenues for both learning and teaching the French language. ICT affords swift and interactive access to a vast array of resources, while language correction software, images, videos, and games augment the learning experience for students.

However, a critical predicament arises from the hasty assimilation of ICT into the FLE teaching process, devoid of adequate training for instructors in its effective integration. The advent of ICT has swiftly transformed classroom methods, prompting immediate discourse on its incorporation into the teaching and learning process, often overlooking the necessary preparation required to facilitate pedagogical action in the FLE domain. Regrettably, teachers have frequently been left to face this challenge in isolation, lacking the essential training. Even today, numerous educators grapple with the quest for solutions to bridge these gaps.

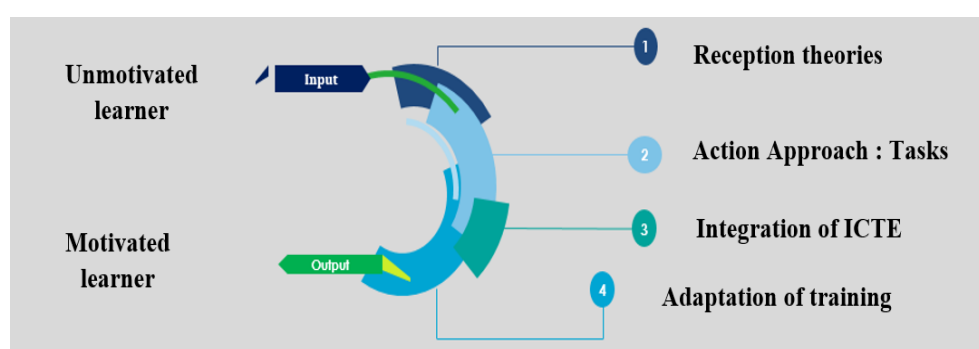
Undeniably, a significant divide exists between teachers, who may not possess advanced proficiency in digital tools, and their students, who exhibit profound enthusiasm for their utilization. Nonetheless, this gulf can be significantly narrowed if teachers are motivated to take a keen interest and adapt to this technological evolution. Humanities teachers possess a unique opportunity not only to adapt to an inexorable cultural and technological phenomenon but also to leverage it as a catalyst for innovation, revitalizing the humanistic tradition of education rooted in the analysis of texts, the interpretation and translation of literary works, the study of language, and the dissemination and exchange of knowledge and ideas. Naturally, this necessitates the adoption of new practices, postures, and pedagogies, while also embracing metamorphosis, continuity, and the preservation of legacy.

#### **• New tracks**

Within the realm of this continuity, we must underscore the profound importance of equipping educators with the necessary skills in Information and Communication Technologies for Education (ICTE), a domain of paramount

significance within the contemporary educational milieu. Far beyond a mere acquisition of technical proficiency, it embodies a fundamental ethos aimed at aligning pedagogy with the dynamic demands of our ever-evolving society. Proficiency in harnessing ICTE within pedagogical frameworks endows instructors with a plethora of innovative instruments conducive to enhancing the educational journey. Through the judicious deployment of these technological resources, educators are empowered to diversify their instructional methodologies, thereby nurturing student involvement. This sentiment is eloquently echoed in JAUSS's (1988) assertion, which posits that the vitality of a literary creation across historical epochs is inconceivable without the active engagement of its intended audience.

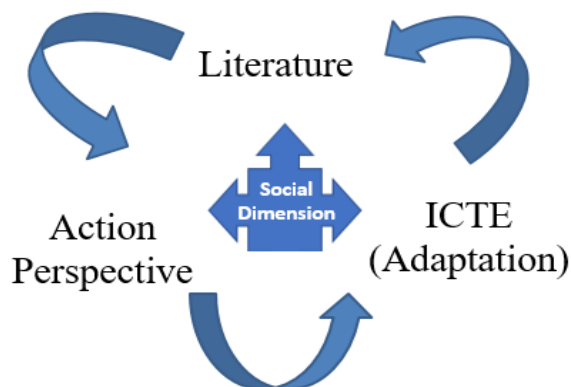
**Figure 1.** New process for teaching literary texts



Moreover, within the same framework, we may highlight a pioneering method for instructing in literary works utilizing ICTE, notably Adaptive E-learning. "The pivotal task at hand lies in comprehending the learner's conduct and furnishing tailored content to suit their individual needs. To attain this, adaptation necessitates a keen consideration of the learner's developmental trajectory throughout the educational journey" (Zine El Abidine et al, 2022). "This adaptation of literary masterpieces designed for pedagogical exploration within language courses, employing an increasingly self-reliant approach to reading by the learner, aligns seamlessly with the emergent methodologies facilitated by the amalgamation of information and communication technologies in educational practices" (Zine El Abidine et al, 2023). The palpable waning of learner motivation under conventional pedagogical modalities for literary texts cannot be disregarded. Hence, it behooves us to invoke the "TriSociale" paradigm and harness the synergistic fusion of societal constructs from literature, action-centric perspectives, and adaptive strategies, for "through the 'TriSociale' paradigm, [...] the pedagogy of FLE could metamorphose into a playful pursuit akin to a quest for hidden treasures" (Ibid).



Figure 2. TriSocial" approach



## CONCLUSION

We acknowledge the profound significance of Information and Communication Technology (ICT) in the realm of French literature instruction, provided that educators possess the requisite expertise to adeptly integrate these tools into their didactic approach. It is incumbent upon us to seize the boundless opportunities afforded by these technologies and exercise discernment in crafting interactive online content. Our ultimate objective is to achieve a genuine fusion of ICT within the teaching and learning of French literature, ensuring that they serve as invaluable conduits for effective knowledge acquisition.

Through our research, we have come to realize that the triumphant pedagogy of French literature necessitates unwavering commitment from both students and teachers, transcending social contexts. The act of teaching must transcend the mere impartation of knowledge; it must engender the development of skills, the cultivation of beliefs, and the nurturing of a deep-seated passion for reading. Literature, in turn, emerges as a convivial space wherein eager minds converge to enrich themselves, flourish, and discover the symphony of harmony that literature so generously bestows. By harnessing ICT in innovative and imaginative ways, educators can ignite students' curiosity, kindle their enthusiasm, and facilitate their profound comprehension of French literature, all while keeping pace with the exigencies of the digital age.

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